**GRADE 3**



**ELA CCGPS UNIT PLAN: 3rd 9 WEEKS**

**This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resou listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.**

**PRIMARY READING FOCUS: Literary**

**THEME: “A Place to Call Home”**

**EXTENDED TEXT:**  Mr. Po pper’s Pen gu ins By Richard and Florence Atwater

**THEMATICALLY CONNECTED SHORT TEXTS (mixture of literary and informational):**

**1.** Georgia, My State Habitats By Doraine Bennett (Atlantic Ocean, Coastal Plain, Marsh and Swamp, Piedmont, Mountains)

**2.** Penguins! By Gail Gibbons

**3.** An Angel for Solomon Singer By Cynthia Rylant

**4.** Daisy Comes Home By Jan Brett

**SUPPLEMENTARY MATERIAL:**

The Umbrella By: Jan Brett

The Hat By: Jan Brett The Mitten By: Jan Brett Gingerbread Friends By: Jan Brett Home for Christmas By: Jan Brett

Anim als ’ H om es Poem By: Reeves James

**PRIMARY WRITING FOCUS: 2 Informative-2 Narratives**

**Module 1**

In the book Mr. Pop per ’s P engu ins , Mr. Popper created a habitat for his penguins in the cellar of his house. Pretend that you were sent an animal and you had to create a habitat for that animal in your house. Research the habitat of the animal of your choice. Be sure to include everything that your animal would need to survive, just as Mr. Popper did for his penguins. Write a descriptive paragraph describing the habitat that includes your reasoning and opinion as to why you chose that particular habitat for your animal.

In the book, Mr. Pop per ’s P engu ins , Mr. Popper tried his best to create a habitat in his house that provided the penguins everything they needed to survive. At

the end of the book, Mr. Popper had to decide whether it was best for him to send the penguins back to Antarctica with Admiral Drake, or take them with Mr. Klein to Hollywood to become movie stars. Explain why you think Mr. Popper’s decision to send the penguins back to Antarctica was a good or bad decision.

Consider how the decision affected both him and the penguins.

**Module 2**

Write a narrative paper that includes characters, setting, and events. The paper can include real or imaginative events with descriptive details and a clear sequence of events. Develop the characters thoughts and feelings by using dialogue and descriptive language. Choose one of the Georgia Habitats to use as your setting and relate your narrative to the theme “A Place to Call Home.”

After reading the Georgia, My State Habitat series, choose one of the five habitats in Georgia (Atlantic Ocean, Coastal Plain, Marsh and Swamp, Piedmont, and Mountains). Write an informational paper describing the animals that live in that habitat and why they chose that particular habitat for their home. Be sure to explain all of the things that the animal needs to survive and how the habitat meets their needs.

**Research Connections:**

**1.** Students will use the internet, encyclopedias, and other books to research the different habitats in Georgia. They will identify different animals that make their homes in the various habitats.

**2**. Students will use the internet, encyclopedias, and other books to research the author Jan Brett. They will identify common themes, illustrations, etc in her books. Students will choose two of her books to compare and contrast.

**Websites used for research:** <http://www.janbrett.com/index.html><http://en.wikipedia.org/wiki/Jan_Brett>

[http://teachertube.com/viewVideo.php?title=Georgia\_Habitats&video\_id=152755.](http://teachertube.com/viewVideo.php?title=Georgia_Habitats&amp;video_id=152755)

**Piedmont**

<http://www.lilburnes.org/Students/Habitats/piedmont.htm><https://sites.google.com/a/whiteoakes.org/menright/georgia-regions/piedmont-region><http://www.freewebs.com/thompsonwhes/piedmont.htm><http://library.thinkquest.org/CR0213900/>

**Mountains**

<http://www.lilburnes.org/Students/Habitats/mountains.htm><https://sites.google.com/a/whiteoakes.org/menright/georgia-regions/mountain-region><http://www.freewebs.com/thompsonwhes/mountain.htm><http://library.thinkquest.org/CR0213900/>

**Swamp**

<http://www.lilburnes.org/Students/Habitats/okefenokee.htm><https://sites.google.com/a/whiteoakes.org/menright/georgia-regions/swamp-and-marsh-regions><http://www.wacona.com/okefenokee/okefenokee.html><http://www.freewebs.com/thompsonwhes/swampmarsh.htm>

**Coastal Plain**

<http://www.lilburnes.org/Students/Habitats/coast.htm><https://sites.google.com/a/whiteoakes.org/menright/georgia-regions/coastal-plains><http://www.freewebs.com/thompsonwhes/coast.htm><http://library.thinkquest.org/CR0213900/>

**Atlantic Ocean**

<http://www.lilburnes.org/Students/Habitats/ocean.htm><https://sites.google.com/a/whiteoakes.org/menright/georgia-regions/ocean><https://sites.google.com/site/georgiahabitats/atlanticocean>

<http://www.freewebs.com/thompsonwhes/atlanticocean.htm>

**Routine Writing Opportunities:**

**1.** After each Chapter in M r . Pop per ’s Pen gu ins students will write a chapter summary that should include the characters from the chapter, setting, and events.

**PLANS FOR ASSESSMENT 1: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL**

**PROMPT: In the book, M r. Po p p er ’s Peng u ins , Mr. Popper tried his best to create a habitat in his house that provided the penguins everything they needed to survive. At the end of the book, Mr. Popper had to decide whether it was best for him to send the penguins back to Antarctica with Adm iral Drake, or take them with Mr. Klein to Hollywood to become movie stars. Explain why you think Mr. Popper’s decision to send the penguins back to Antarctica was a good or bad decision. Consider how the decision affected both him and the penguins.**

**SKILL BUILDING TASKS**

**ESSENTIAL QUESTION: How does what we already know help us answer a question?**

**Task: Students will ask appropriate questions and use prior knowledge to answer a question. Standards:**

**ELACC3W2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details.

**ELACC3RI4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

**ELACC3L4.** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**ELACC3SL1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and*

*texts*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion

**ELACC3SL3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**ELACC3SL6**. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Instruction:**

Begin the unit by putting a picture of a penguin in an envelope. Tell the students that you are going to be studying about something very special and its habitat.



Tell them that there is a picture of the special item in your secret envelope and they have to be detectives determine what picture is in the envelope. They are going to be given 20 questions to try to figure out the special object.



The questions that they ask you have to be questions that you respond with a Yes or No.

Let the questioning begin! If the students are struggling with asking appropriate questions, help them by guiding them in the right direction.

Remind them of what they know already from their questioning and what they may want to try to figure out next. When the students guess Penguin, show them the picture from the envelope and congratulate them on their excellent questioning.



Show the cover of the book Penguins! By: Gail Gibbons.

Take a picture walk through Penguins! Have them take about 30 seconds to talk to their neighbor about their predictions. Ask a few students to share their predictions.

After reading the book, talk about the genre and author’s purpose. Have the students share what they think and why. Tell them that it is a non-fiction book that is written to inform us. We know because of all of the facts and information that it gives on penguins. Have them share any other books they may have read with the same genre’ and author’s purpose.



Play vocabulary charades. Divide the students into 7 groups. Give each group a word from the book (stately, dignified, frigid, rookeries, incubating, regurgitates). Tell them that their job is to look up the definition of their word in the dictionary, find the sentence in the book where the word was used, and come up with a short skit showing the meaning of the word (without talking). Give them time to rehearse.



Call one group at the time to come up and act out their skit. After they act, the rest of the class should try to guess the word they are acting out. Put a word bank on the board. After the class guesses the word have them read the definition and the sentence from the book that uses the word. After all groups are finished have each student create a new sentence using each of the words in the word bank.



**ESSENTIAL QUESTION: What do possessive nouns show?**

**Task: Students will define, identify, and create sentences with possessive nouns. Standards:**

**ELACC3L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular verbs.

f. Form and use the simple (e.g., *I walked; I walk; will walk*) verb tenses.

i. Produce simple, compound, and complex sentences.

**ELACC3L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Form and use possessives.

**ELACC3RI1**. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ELACC3SL1**. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics

and texts under discussion).

**ELACC3W8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided

categories

**Instruction:**

Write the following sentence from the book Penguins! on the board, “The penguin’s home is found in the Southern Hemisphere.” Draw a penguin next to



the sentence. Ask the students if the sentence talks about the penguin owning or having anything. Explain that the penguin has a home and so

penguin’s is a possessive noun.

A possessive noun shows that something or someone owns or has something else. We show that a noun is possessive by adding an ‘s for singular or s’ for plural. Ask someone to come up and circle the singular possessive noun in the sentence and then have someone else come up and draw the picture of the penguin home to show that the penguin owns the home.



Write a few more sentences on the board that includes possessive nouns. Ex: The penguin’s chick stays warm. In the Arctic, the chick’s fur keeps it



warm.



Have the students write down the singular possessive nouns from the sentences. Then have them write down what the possessive noun has or owns.

\*Get some old magazines or newspapers and have the students look through them for singular possessive nouns. They can cut out the sentence that has the singular possessive noun and glue it to a sheet of paper. They can then go back and highlight the singular possessive noun in each sentence. When everyone is done have them share the sentences with the class. As they share have the students write down some of the singular possessive nouns that they heard. Ask the students if while they were looking through the newspapers and magazines if they saw any possessive nouns with an s’ instead of ‘s. Tell them that those are called plural possessive nouns. Explain that plural possessive nouns are plural nouns that have or own something.

Write the example on the board. The penguins’ rookery was a nice place to live. Draw a picture of 4 or 5 penguins next to the sentence. Show them the difference between the penguin’s and the penguins’ is that ‘s is one penguin and s’ is more than one penguin.



\*Give each student a T-Chart with singular possessive on one side and plural possessive on the other side. Have them work with a partner to come up with sentence to go on each side. Go around and check to be sure that they understand the difference between singular and plural possessive.



**ESSENTIAL QUESTION: What is the difference between facts and opinions? Task: Students will locate facts and form opinions after reading a text. Standards:**

**ELACCSL1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and*

*texts*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**ELACC23L1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

i. Produce simple, compound, and complex sentences.

**ELACC3RI6.** Distinguish their own point of view from that of the author of the text.

**Instruction: :**



Review the meaning of a fact. Re-read page 15 in Penguins! and create a class list of facts from the page.

Then ask them to tell you as many facts about Penguin homes as they can remember from the book. Record their facts on the board or chart paper. Allow students to pretend they are going to write an information books on penguins like Gail Gibbons. Have them brainstorm other facts about penguins that they would include that Gail Gibbons did not include. Have them explain why they would chose to include that information.

Now ask if they can recall what an opinion is. An opinion is what someone thinks or feels. Ask for a few opinions about penguin homes. Record them on the board.



\*Pass out O/F cards (cards with an O for opinion on one side and a F for fact on the other. Read facts and opinion sentences about penguins and have them hold up the card that tells whether the sentence is a fact or opinion. Discuss each sentence and what makes it a fact or opinion.



\*Have students use any book they choose and find 7 facts and 7 opinions from the book.

**ESSENTIAL QUESTION: What type of habitat do Penguins need to survive? Task: Use clues from the book to create a penguin habitat.**



**Standards:**

**ELACC3SL1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**ELACC3RL4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

**ELACC3RL7.** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create m ood, emphasize aspects of a character or setting).

**ELACC3L1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**ELACC3RI7.** Use information gained from illustrations (e.g., maps photographs) and the words in a text to demonstrate understanding of a text (e.g., when,

where, why, and how key events occur).

**Instruction**

Re-read pages 4 and 5 in Penguins! that shows what part of the globe penguins live. Show them on a globe or world map where the Southern



Hemisphere and Poles are located. Have them locate Antarctica on the globe.

Have them recall what the climate is like in this part of the world. Make a list of adjectives on the board that describes where penguins live and what they need to survive.



Have students create a penguin and a model habitat for their penguin. Give them choices on how to make their penguin and habitat. They can draw, paint, create on the computer, make a shoe box model, a mobile, etc.



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**ESSENTIAL QUESTION: How do you formulate questions based on a text?**

**Task: Students will create sample test questions to demonstrate understanding of a text. Standards:**

**ELACC3RL1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**ELACC3L1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use regular and irregular plural nouns.

d. Form and use regular and irregular verbs.

e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

i. Produce simple, compound, and complex sentences.

**ELACC3L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles..

e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

**Instruction:**

Tell the students that they are going to become the teacher. They are going to have to write test questions on Penguins! The questions should be written to check for understanding of the book.



Re-read the book Penguins! to them, and as you read tell them to be thinking of some good questions to ask about the book.

\*After you read the book, have students create a 10 question test. Model for the students how to formulate questions about the text. Encourage them to create higher level questions. The test questions must come from the text and demonstrate that students understand the meaning of the text.



**ESSENTIAL QUESTION: What are adjectives used for? Task: Students will use adjectives to describe a character. Standards:**

**ELACC3L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**ELACC3SL1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics

and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

**ELACC3RL1**. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**ELACC3RL3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events **ELACC3RL5.** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**ELACC3RL7**. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create m ood, emphasize aspects

of a character or setting).

**ELACC3RL9.** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books

from a series).

**Instruction:**

Pass out Mr. Pop per ’s Pen gui ns to each student. Compare and contrast the cover of it to the cover of Penguins! Have them look at both books and share the similarities and differences between the two.



After comparing them, discuss what they think this book is going to be about. Read aloud the back cover of the book and ask if they have anymore predictions.



Have them predict the genre’ and author’s purpose.

Read Chapter 1 aloud to the class. Get out the globe and re-read the top of page 6 about the poles. Recall looking at the globes and what type of habitat is found at each of the poles.

Discuss the months of the year and the fact that Mr. Popper only works for part of the year. Show the students on the calendar and have them re-read page 7. Have them identify the months that Mr. Popper works and the months that he has off. Discuss what the book tells us Mr. Popper does at home during his time off.



Get student opinions about how they would like having that much time off and how they might spend their time. Ask them to identify the main character so far.

\*Divide the class into groups of 3. Give each group a large piece of chart paper. Have them draw a picture of Mr. Popper and list as many words describing him as they can around his picture. After each group is finished have them come and write 3 of their words on the board or chart paper. Read off all of the words from the board and ask them if they know what kind of words those are. Tell them that they are all adjectives. They are used to

describe nouns. Mr. Popper is a proper noun and we can use adjectives to describe nouns.

\*Have the students choose a partner and draw a picture of each other. Then write at least 5 adjectives around the picture that they drew to describe their partner.



**ESSENTIAL QUESTION: How do you use context clues to determine word meaning? Task: Students will use context clues to determine the meaning of unknown words. Standards:**

**ELACC3RL5.** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how

each successive part builds on earlier sections

**ELACC3L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

b. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

c. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

**ELACC3L4.** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**ELACC3L5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).

b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

**ELACC3L6.** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

**Instruction:**

Each chapter has vocabulary words that may be unfamiliar to the students. They will create a booklet to be the “home” for all of their new vocabulary



words. They can decorate the front and name their booklet something that goes along with the unit theme.

\*Each chapter has a list of words that the students must determine the meaning of by using context clues from the book. When the students read each chapter have them add each vocabulary word to their booklet. For each word, the student must locate the sentence in the chapter containing the word and write it in their vocabulary book, read “around” the word in the book for clues to help determine the meaning of the word, write a definition in their own words, write a synonym and antonym for the word, and draw a picture showing the word meaning.



Here is the list of words that must be included in the vocabulary booklet: Chapter 1: absent-minded, regretted, authority, bungalow



Chapter 2: tidy, prospect, meekly

Chapter 3: stout, debris, pompous, inquisitive

Chapter 4: inquired, upholstered, pleadingly, trilled, reproved, squatted, bore

Chapter 5: license, ventilating, stubborn, unsympathetic, indignantly, sensible, promptly

Chapter 6: municipal ordinance, disconnect, distinctly, repeated

Chapter 7: abandoned, splendid, neglected, idol, rookery, reproach

Chapter 8: tobogganed, vigorously, shriek, tripod, extinct, hesitated, consented

Chapter 9: elderly, reclining, panting, surveyed

Chapter 10: rotogravure, sulking, mopey, climate, sympathetic, stupor, fond, curator

Chapter 11: occupied, snowdrifts

Chapter 12: cellar, furnace, spar, occupied

Chapter 13: droll, stepladders

Chapter 14: protest, exhibit, complaint

Chapter 15: novelty, formation, dignified, unique, ushers, semicircle

Chapter 16: polish, moth balls, eager, fender, berths

Chapter 17: mischief, nuisance, irritable

Chapter 18: drowsy, vexed

Chapter 19: pleas, bail, renewing, outwit

Chapter 20: hustled, gangplank, solemnly

**ESSENTIAL QUESTION: What is a compound word?**

**Task: Students will understand that compound words are formed when two words are joined to form a new word with a new meaning. Standards:**

**ELACC3L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**ELACC3L4.** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from

a range of strategies.

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**ELACC3L5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).

b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

**ELACC3W1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion.

c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.

d. Provide a concluding statement or section

**Instruction:**

The title of chapter 1 is “Stillwater”. Ask for someone to identify the 2 words that are put together to make the word Stillwater. The word still and water



are joined together to make the word Stillwater. Ask if anyone knows what we call words that are joined together to make a new word. Compound words

are when two words are joined together to make a new word. When the two words are joined together they make a new word with a new meaning.

Write the word still on the board and write the word water separately on the board.

Draw a picture of “still” and “water”. Then write the word Stillwater on the board and draw a picture of Stillwater. Discuss with the students that Stillwater is a town where Mr. Popper calls home and does not have the same meaning as still and water when used separately.



Show them another example using football. Write the word foot and ball separately on the board and draw a picture of a foot and a ball. Then write the word football and draw a picture of a football.



\*Have the students do the same activity with 4 compound words that they can choose from the following list. Butterfly, doghouse, playground, Proudfoot, bathroom, postman, clothesline



\*Tell the students to think about Stillwater and Mr. Popper. Think about what we know so far about each of them. Write a few sentences about why you think the author named the town where Mr. Popper lived Stillwater.



**\*Chapter 1 comprehension questions**-Ask orally or use as a written assessment. Draw a picture of Mr. Popper going home from work from the description on p. 3. Why was Mr. Popper so absent-minded?

Above all, what did Mr. Popper which had been instead of a house painter?

How did Mr. Popper become an expert on Polar explorers? Why did Mrs. Popper tell Mr. Popper to put his ladders away? Why is this chapter called “Stillwater”?

**Routine Writing Opportunity:** Students will write a chapter 1 summary in their writing journal. They will describe the characters, setting, and main events in the chapter. Their summary should be at least 4 sentences long

**ESSENTIAL QUESTION: What are the parts you need to include in a letter? Task: Students will write a friendly letter.**

**Standards:**

**ELACC3L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles.

a. Use commas in addresses.

b. Use commas and quotation marks in dialogue.

**ELACC3L3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard English.

**ELACC3W4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-

specific expectations for writing types are defined in standards 1–3 above.)

**ELACC3W5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**ELACC3W6.** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**ELACC3RL1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ELACC3RF4.** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**ELACC3SL1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and*

*texts*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

**Instruction:**

Students will get into partners and partner read chapter 2. After reading have students identify the setting. Refer to clues such as Mr. Popper listening to



the radio, writing letters (as opposed to emails), Mr. Popper’s clothes, etc.

Discuss how Mr. Popper wrote Admiral Drake a letter telling him how funny he thought the penguins were. Model on the board or on chart paper what the letter Mr. Popper wrote might have looked like. Include a date, greeting, body, closing, and signature. Get input from the students as to what may have been included in the letter.



\*When Mr. Popper was at home, he liked to sit in his chair, read Antarctic Animals, smoke his pipe, look at his globe, and listen to the radio. Have the students write a friendly letter to someone they know about things that they do while they are at home.



After writing the letter have students peer edit each other’s letters, using a kid-friendly rubric, and type it on the computer using a word processing program.



\*Have students address an envelope and mail the letter to the person.



**\*Chapter 2 comprehension questions**-Ask orally or use as a written assessment. Why was Mrs. Popper worried about winter?

Why wasn’t Mr. Popper worried about winter?

What does Mr. Popper say is the best part about Antarctica? What did Mr. Popper say that proved penguins are smart birds? How did Admiral Drake talk to Mr. Popper from the Antarctica? Why is this chapter called “The Voice in the Air”?

**Routine Writing Opportunity:** Students will write a chapter 2 summary in their writing journal. They will describe the characters, setting, and main events in the chapter. Their summary should be at least 4 sentences long.

**ESSENTIAL QUESTION: How does making predictions help us understand what we are reading? Task: Students will use clues from the story to predict and comprehend the events.**

**Standards:**

**ELACC3W3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

**ELACC3RL1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ELACC3R6.** Distinguish their own point of view from that of the narrator or those of the characters.

**ELACC3RF4.** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Instruction:**

Read Chapter 3 aloud to the students. Stop at the end of page 17 and discuss what you think may be in the box that arrived at Mr. Popper’s house. List the clues from the reading that helps you predict. Finish the chapter. Have the students alternate reading aloud Chapter 4.



Have the students get into groups and share some times when they have had something delivered to them at home and how they felt when it arrived.

\*Provide a narrative graphic organizer, and have students go through the writing process for writing a narrative about a character who gets at special delivery delivered to their home.

**\*Chapter 3 and 4 comprehension questions**-Ask orally or use as a written assessment.

Why didn’t Mrs. Popper want her house painted?

Who was ringing the doorbell when Mr. Popper answered it?

Who was making the “Ork!” sound from inside the box? Draw a picture of the penguin described on page 18.

How did Mr. Popper keep the bird busy in the bathroom? What was the penguin’s new game in the bathroom? Why did they call the penguin Captain Cook?

Why is this chapter called “Out of the Antarctic”?

Chapter 4

Why was the explorer Captain Cook famous? How long can a penguin go without food?

What did the penguin do with the bowl of goldfish? Where will Captain Cook, the penguin, sleep at night?

Why will the repairman put holes in the door and a handle on the inside of the icebox?

Why is this chapter named “Captain Cook”?

Have students write about a time that they got something delivered to their house and how they felt when they opened it up.

**Routine Writing Opportunity:** Students will write a chapter 3 and 4 summary in their writing journal. They will describe the characters, setting, and main events in the chapter. Their summary should be at least 4 sentences long.

**ESSENTIAL QUESTION: Why is it important to use information from the book and information in our head to help us make inferences? Task: Students will make inferences about why Mr. Popper was having trouble with the public.**

**Standards:**

**ELACC3RF4**. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**ELACC3RL1**. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ELACC3RL5**. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**ELACC3W1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion.

c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.

d. Provide a concluding statement or section

**ELACC3W3**. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

**Instruction:**

Have students get into small groups and take turns reading aloud chapters 5 and 6. Tell them after they read the 1st paragraph of chapter 5 to stop and predict what they think the trouble may be with the serviceman and the license.



After reading the two chapters have the students infer as to why they think Mr. Popper was having so much trouble with the serviceman and the government.



\*Write a paragraph explaining your inferences. Be sure to include clues from the book along with information you may already have in your head. After writing, have some students share their thoughts.



Discuss how having a penguin is not a normal thing that you see everyday and we have to think about how we would think if we saw someone with a penguin. You also can discuss that you got clues from the story that the serviceman was scared of Captain Cook and the government officials never really thought that he was talking about a penguin because it was so unimaginable.



Ask the students to write about a time when something happened to them, or they did something that was not so normal. Have them include how they felt and what kind of reaction they got from people.



**\*Chapter 5 and 6 comprehension questions**-Ask orally or use as a written assessment.

Why did the service man think that Mr. Popper “was not quite right in the head”?

How did Mr. Popper finally get the service man to put a handle on the inside of the icebox? Why did the service man run out of the Popper house?

Why is this chapter called “Trouble with a Penguin”?

Chapter 6

Why did the policeman come to the Popper’s?

What kind of animal did the policeman think Mr. Popper was?

How did the policeman say Mr. Popper could find out the penguin needed a leash and license? Why wasn’t it easy for Mr. Popper to find out if he needed a leash and license for Captain Cook? When did Mr. Popper finally decide to hang up the telephone?

Tell why this chapter is called “More Troubles”?

**Routine Writing Opportunity:** Students will write a chapter 5 and 6 summary in their writing journal. They will describe the characters, setting, and main events in the chapter. Their summary should be at least 4 sentences long.

**ESSENTIAL QUESTION: Do events in a story make characters change?**

**Task: Students will discover how the arrival of Captain Cook has made Mr. Popper change. Standards:**

**ELACC3RL1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ELACC3RL4.** Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**ELACC3RL7.** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects

of a character or setting).

**ELACC3SL5.** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when

appropriate to emphasize or enhance certain facts or details.

**ELACC3L1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. g. Produce simple, compound, and complex sentences.

**ELACC3L5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).

**Instruction:**

**\***Put the students in partners to buddy read chapters 7 and 8. Remind students to read with expression and inflection. Model for them the example on page 47 *“Ork, ork,” he said with triumph. Mrs. Popper laughed and Mr. Popper gasped as they saw the results of Captain Cook’s trips through the house.* Walk around to listen for students using expression and inflection in their reading.



\*Have students choose a page to read aloud to be recorded. Partners can use cassette tapes, flip cameras, or video recorders to record their reading.



After recording, students should listen to their reading and discuss with each other how fluently they read.

\*After reading, have the students look at the picture on page 53 and write some adjectives that describe Mr. Popper now that C aptain Cook has come to live with him. Have students work in groups using a Venn Diagram to compare and contrast Mr. Popper from Chapter 1 and Mr. Popper now. After they finish their Venn Diagram, have them tell what events in the story caused Mr. Popper’s change. Have students describe a time when something occurred in their household that caused their feelings or mood to change.



**\*Chapters 7 and 8 comprehension questions**-Ask orally or use as a written assessment. Why was Captain Cook going in and out of the refrigerator a lot?

What is a rookery?

Why was Mr. Popper all dressed up?

Why is the Chapter called “Captain Cook Builds a Nest”?

Chapter 8

Why was it hard to take the penguin for a walk?

Why did Mr. Popper stop the first time on their walk? Why did two men stop at the drugstore?

How did the clothesline leash get tangled in the cameraman’s stand?

Why did Mr. Popper and Captain Cook go in the barbershop?

Why is this chapter called “Penguin’s Promenade”?

**Routine Writing Opportunity:** Students will write a chapter 7 and 8 summary in their writing journal. They will describe the characters, setting, and main events in the chapter. Their summary should be at least 4 sentences long.

**ESSENTIAL QUESTION: What is included in newspaper articles? Task: Students will create a newspaper article.**

**Standards:**

**ELACC3RF4.** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.

c . Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**ELACC3SL4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an

understandable pace.

**ELACC3SL6**. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **ELACC3RL1**. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **ELACC3W2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details.

c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

d. Provide a concluding statement or section.

**ELACC3W5**. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**ELACC3W6.** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**ELACC3W8**. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided

categories.

**Instruction:**

Have the students choral read chapters 9 and 10. After reading, refer back to the picture on page 55 of the newspaper photographer taking pictures of Mr. Popper and Captain Cook while they were out on their walk. Then re-read aloud page 62 where is discusses an article about them in the *Stillwater Morning Chronicle.*



\*Tell the students that they are going to pretend that they are a journalist for their hometown newspaper and they must go out and find an interesting story that is happening close to their home to write an article on. Show them a copy of your local newspaper and read off some of the articles that were written about in the paper. Explain that the job of a newspaper is to report facts and information to the public about what is going on in the town. The students must think of the name for their newspaper and then write an interesting article to be published in the paper. Encourage them to choose to write about something that is actually going on in their town or school. .



Have students peer edit for each other, using a kid friendly rubric. and type their final draft of the article on the computer. Have the students share their articles with the class once they are completed.



**\*Chapters 9 and 10 comprehension questions**-Ask orally or use as a written assessment. What did the author mean that “the barber was a good friend of Mr. Poppers up to this time”? How did Captain Cook get up and down the stairs?

How did Mr. Popper look when he returned home from the walk?

Why is this chapter called “In the Barbershop”?

Chapter 10

How did the Popper penguin story end up in newspapers across the country? How did the Poppers know there was something wrong with the penguin? What did the vet say would happen to the penguin?

What was Mr. Popper’s idea to save the penguin?

What did the curator of the museum think the penguin was wrong? How did Greta come to live with the Poppers?

Why is this chapter called “Shadows”?

**Routine Writing Opportunity:** Students will write a chapter 9 and 10 summary in their writing journal. They will describe the characters, setting, and main events in the chapter. Their summary should be at least 4 sentences long.

**ESSENTIAL QUESTION: How does genre’ help us understand what we are reading?**

**Task: Students will identify various genres’ and the characteristics associated with each genre’**

**Standards:**

**ELACC3W1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion.

c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.

**ELACC3RL1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ELACC3RL6**. Distinguish their own point of view from that of the narrator or those of the characters.

**ELACC3SL1**. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion

**Instruction:**

Review the types of genre’ (Fantasy, Realistic Fiction, Drama, Poetry, and Non-Fiction). Discuss with the class the genre’ of Mr. Po pper ’s Pe ngu ins (realistic fiction). Ask them to give some evidence from the story that supports that fact that it is realistic fiction. Record the supporting evidence on the board.



Now read aloud chapter 11. There are some things in chapter 11 that may support the genre of the book being fantasy. Ask the students to identify what events in this chapter may support it being fantasy. The fact that they opened all of the windows and let the snow pile up in their house may be



somewhat of a fantasy. Have them look at the picture on page 73 in the book and discuss what seems unrealistic about what they see. Have the students share and defend with evidence from the text how their point of view may differ from that of the author.

\*Have the students form an opinion about whether or not they think the genre should be realistic fiction, or if it should be changed to fantasy. Split the class up according to their opinion and have them hold a mini debate supporting their opinion with evidence from the book.



\*Pass out a sheet of paper and have them fold it into sixths. Write each of the five genres’ above in each of the boxes. Have the students write a short



example of each type of genres with the plot being “penguins trying to find the perfect home.”

**\*Chapter 11 comprehension questions**-Ask orally or use as a written assessment.



How did Mr. Popper say that Captain Cook showed that he was grateful for saving his life? How will the Poppers tell the two penguins apart?

How will Mr. Popper keep the penguins comfortable if they move out of the icebox? How did the Poppers get snow in their living room?

Why did Mr. Popper move the furniture to one side of the room?

Why is this chapter called “Greta”?

**Routine Writing Opportunity:** Students will write a chapter 11 summary in their writing journal. They will describe the characters, setting, and main events in the chapter. Their summary should be at least 4 sentences long.

**ESSENTIAL QUESTION: How do guide words help us locate words in a dictionary? Task: Students will match words up with the appropriate guide words.**

**Standards:**

**ELACC3RL1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ELACC3RL7.** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create m ood, emphasize aspects of a character or setting).

**ELACC3RF4.** Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**ELACC3L2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.

c. Use commas and quotation marks in dialogue. d. Form and use possessives.

e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing

. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Instruction:**



Read chapters 12 and 13 with a partner.

After reading draw a picture of what the cellar “the penguins new home” looks like now that the Poppers have redone it for the penguins. In the cellar include a picture of all of the penguins in alphabetical order by their names.



Write a few sentences on the bottom or back of your picture explaining why the Poppers did all those things to the cellar.

\*Review with the students the purpose of using a dictionary and how guide words help us to locate our words in the dictionary quickly. Have students get the dictionaries and have them look up a few words from the vocabulary list for chapters 12 and 13. Have them locate the guide words at the top of the page. Show them that the guide words are the first and last words on the page and the vocabulary word must come alphabetically in the middle of the guide words to be found on that page. Show the three words in order on the board, so that they see that the vocabulary word comes in the middle of the guide words. Look up a few more words together and encourage them to use the guide words to determine if the vocabulary word can be found on that page.

Play the guide word game. Directions: Students are put into groups of 3 or 4 and given a stack of cards written on note cards. The guide words are

written on colored note cards and the vocabulary words are written on white cards. Students are to figure out which of the vocabulary words will go on the same dictionary page as the guide words. Once they complete one set of cards, you can check it and give them a new set of cards.

**\*Primary Writing Focus**-In the book Mr. Po pp er’s P en gui ns , Mr. Popper created a habitat for his penguins in the cellar of his house. Pretend that you were sent an animal and you had to create a habitat for that animal in your house. Research the habitat of the animal of your choice. Be sure to include everything that your animal would need to survive, just as Mr. Popper did for his penguins. Write a descriptive paragraph describing the habitat that includes your reasoning and opinion as to why you chose that particular habitat for your animal.



**\*Chapter 12 and 13 comprehension questions**-Ask orally or use as a written assessment. What changes did the engineer make to the Popper house?

Why was Mr. Popper surprised that Greta laid 10 eggs? Where did Mr. Popper get the names for the baby penguins? How did Mr. Popper use the ice blocks?

Why didn’t the penguins always eat canned shrimp?

How did the penguins use the ice rink?

Why is “More Mouths to Feed” a good name for this chapter?

Chapter 13

Why did Mrs. Popper say that she was worried? What was Mrs. Popper’s solution to the problem? What was Mr. Popper’s solution to the problem?

Why did Mrs. Popper play three different kinds of music?

Why is this chapter called “Money Worries”?

**Routine Writing Opportunity:** Students will write a chapter 12 and 13 summary in their writing journal. They will describe the characters, setting, and main events in the chapter. Their summary should be at least 4 sentences long.

**ESSENTIAL QUESTION: How do we identify the meaning of homonyms?**

**Task: Students will use context clues to find the meaning of words that have more than one meaning. Standards:**

**ELACC3L4.** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from

a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**ELACC3RL1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ELACC3W3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

**Instruction:**

Put a few words on the board from Chapters 12 and 13. (bills, train, mean, plant, drag) Ask students to raise their hand and tell what the words mean.



You will get different answers because the words have more than one meaning.

Explain to the students that these are called homonyms. Tell them that homonyms are words that look the same, sound the same, but have different meanings. Explain that you must use the clues in the sentence to determine the meaning of the word. Show them examples for the words. You must *train* the penguins. Tell how you know this is the train that means to act a certain way and not the mode of transportation. Explain that it is necessary to use clues to understand what the sentence is talking about.



\*After reading chapters 14 and 15 with a partner have them locate homonyms from the chapters that you list on the board. (String pg. 85, fare pg. 88, case pg. 89, drill pg. 94, act pg. 97, rose pg. 97) Have them write the word and the 2 different definitions of the words along with a sentence for each definition. Then have them come up with their own list homonyms. Make a class list of homonyms on chart paper.



\*Have them write about a character who had to move to a new home. They should use at least 3 sets of homonyms in their paper.

**\*Chapter 14 and 15 comprehension questions**-Ask orally or use as a written assessment. Why does Mr. Popper think that he should see Mr. Greenbaum?

How did the Popper family and the 12 penguins get to the theatre?

Why did the passengers on the bus complain about the Popper’s?

What did Mr. Popper call his act?

Why wouldn’t Mr. Popper let Mr. Greenbaum call the act “Popper’s Pink-toed Penguins”? Why is this chapter called “Mr. Greenbaum”?

Chapter 15

What was Mr. Popper’s idea so Mr. Greenbaum wouldn’t lose money?

Which bird won the fighting part of the act?

When Mrs. Popper played “By the Brook”, what did the penguins do? Why did the audience laugh at the penguins?

What does Mr. Greenbaum think of the act?

What are the terms of the Popper’s contract with Mr. Greenbaum? Why is “Popper’s Performing Penguins” a good name for this chapter?

**Routine Writing Opportunity:** Students will write a chapter 14 and 15 summary in their writing journal. They will describe the characters, setting, and main events in the chapter. Their summary should be at least 4 sentences long.

**ESSENTIAL QUESTION: Why is it important to use dialogue in narrative writing? Task: Students will write a narrative paper using dialogue.**

**Standards:**

**ELACC3W3**. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

**ELACC3W5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**ELACC3W6.** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and

collaborate with others.

**ELACC3W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for

a range of discipline-specific tasks, purposes, and audiences.

**ELACC3L2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.

c. Use commas and quotation marks in dialogue.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Instruction:**

Get into groups and read chapters 16 and 17. Discuss the fact that the family has been away from home for 10 weeks and having to stay in hotels all over the United States.



Put up a big map of the United States. Have students recall all of the places that the Popper’s and the penguins have traveled over the past 10 weeks.



Have different students come up and place a star/sticker on each place where they have visited.

Discuss how you would feel if you had to leave your home for 10 weeks. Have students share their opinions and supporting reasons as to whether they would want to be away from home for 10 week or not. As students share their opinions write what they say on the board using quotation marks (example: “I would get homesick if I was away from home for 10 weeks,” said Tyler.)



Look back through the chapters and find examples of dialogue. Have the students brainstorm why they think the author chose to use dialogue.

\*Have the students us a graphic to help them plan to write a narrative paper about someone who had to leave their home for 10 weeks. Be sure the student use dialogue in their papers.

Have students peer edit, using a kid friendly rubric, and type their final draft on the computer.



**\*Chapter 16 and 17 comprehension questions**-Ask orally or use as a written assessment.

What was the first thing the Popper’s did with the $5,000 advance money?

How did the Popper’s and their penguins travel to Seattle?

Why did the penguins want to stop in the sleeping (Pullman) cars? Why was Mrs. Popper worried about the children Janie and Bill? Why did the tight-rope walker lose his balance?

What does the title “On the Road” mean?

Chapter 17

Even though the penguins were in the basement, how did they bother the opera singer? When Mrs. Popper, Janie, and Bill tried to catch the penguins where did they hide?

Why were hotels glad to have the penguins as guests?

Why didn’t the penguins walk back and forth from the hotels to the theaters? Why was feeding the penguins shrimp free?

Why was Mr. Popper glad that after New York their 10-week contract was over?

How did “Fame” affect the Poppers?

**Routine Writing Opportunity:** Students will write a chapter 16 and 17 summary in their writing journal. They will describe the characters, setting, and main events in the chapter. Their summary should be at least 4 sentences long.

**ESSENTIAL QUESTION: How do you write a logical conclusion?**

**Task: Students will write a conclusion to go at the end of M r. Po p p er’s Peng u ins . Standards:**

**ELACC3W1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion.

c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.

d. Provide a concluding statement or section.

**ELACC3W3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order.

**ELACC3RL1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Provide a sense of closure.

**ELACC3RL10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity

band independently and proficiently.

**Instruction:**



Read aloud chapters 18, 19, and 20.

After finishing the book, discuss some events that you think could possibly happen next. Ask for students to explain why those events would make sense to happen next.



Have them brainstorm some events that would not logically happen next and why they would or could not happen next.

\*Explain to the students that they have been hired to write a Chapter 21 to be added to the book Mr. Pop per ’ s Peng ui ns . They are to include events with character dialogue that would be a logical conclusion to chapter 20. Be sure to include whether or not the penguins were happy to be back in their

natural habitat, how Mr. Popper felt now that he finally got to go to Antarctica, and if he was happier in Antarctica or in Stillwater.

Have students edit each other’s chapter. They can type their finished chapter on the computer.



**\*Chapters 18, 19, and 20 comprehension questions**-Ask orally or use as a written assessment.

How did Mr. Popper make his “great mistake” talking to the taxi driver?

What did Mr. Swen Swenson say that his seals would do to Mr. Popper’s penguins?

Why couldn’t Mr. Popper let his penguins drive around in the taxi until it was their turn to perform? When the policemen found the penguins, what were they doing with the seals?

When Mr. Popper and Mr. Swenson finally opened the door, what were the penguins and seals doing? Why did the theatre manager want to have Mr. Popper arrested?

What is the title of this chapter? Chapter 19

How much money did Mr. Popper need to get the penguins and him out of jail? If it wasn't Mr. Greenbaum that bailed Mr. Popper out of jail, who did?

How did Admiral Drake plan to use Mr. Popper's penguins? How does Mr. Klein want to use Mr. Popper's penguins?

What decision do you think Mr. Popper should make about the future of his penguins? Chapter 20

Why didn't Mrs. Popper try to help Mr. Popper make the decision? What did Mr. Popper decide to do with the penguins?

Why did Mr. Popper say he made that decision? Why will Mr. Klein give Mr. Popper $25,000?

How do you know Mr. Popper was sad when he said goodbye to the penguins?

Why did Admiral Drake say he couldn't say goodbye to Mr. Popper? Why is this chapter titled "Farewell Mr. Popper"?



**Routine Writing Opportunity:** Students will write a chapter 18, 19, and 20 summary in their writing journal. They will describe the characters, setting, a nd main events in the chapter. Their summary should be at least 4 sentences long.

**\*Give the final assessment writing prompt:** In the book, Mr. Po pper ’s P eng ui ns , Mr. Popper tried his best to create a habitat in his house that provided the penguins everything they needed to survive. At the end of the book, Mr. Popper had to decide whether it was best for him to send the penguins back to Antarctica with Admiral Drake, or take them with Mr. Klein to Hollywood to become movie stars. Explain why you think Mr. Popper’s decision to send the penguins back to Antarctica was a good or bad decision. Consider how the decision affected both him and the penguins.

**PLANS FOR ASSESSMENT 2: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL**

**PROMPT: Write a narrative paper that includes characters, setting, events, and teaches a lesson or has a moral. The paper can include real or imaginative events with descriptive details and a clear sequence of events. Develop the characters thoughts and feelings by using dialogue and descriptive language. Choose one of the Georgia Habitats to use as your setting and relate your narrative to the theme “A Place to Call Home.”**

**SKILL BUILDING TASKS**

**ESSENTIAL QUESTION: How do you find the lesson or moral of a text? Task: Students will determine the lesson taught in Daisy Comes Home Standards:**

**ELACC3RL1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ELACC3RL2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**ELACC3RL7**. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create m ood, emphasize aspects

of a character or setting).

**ELACC3SL2**. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually,

quantitatively, and orally.

**Instruction:**

Show students the book cover for Daisy Comes Home by Jan Brett and take a picture walk through the book. Have students use the illustrations to make predictions about what they think the book will be about.



Read the book aloud to the students and ask comprehension questions as you read along.

Ask for students to get into small discussion groups of 3 or 4 students. Have them discuss what all of the problems were that Daisy had throughout the story. After discussions, have students share all of their ideas and you write them on the board or chart paper.



Discuss as the class the main problem that Daisy had (all of the other hens picked on her). Discuss how Daisy solved that problem.

Daisy solved her problem by standing up for herself and not letting the hens pick on her. Once she stood up for herself the other hens treated her with respect. Have students brainstorm times when they have or should have stood up for themselves.

Have students get back into their groups and make up a skit showing a scene when someone had to stand up for themselves.

\*Have students do a quick ticket out the door assessment explaining what lesson they learned from Daisy.

**ESSENTIAL QUESTION: What are transition words?**



**Task: Students will use transition words to sequence the events in Daisy Comes Home**

**Standards:**

**ELACC3RI3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**ELACC3L6**. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that

signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

**ELACC3W2**. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details.

Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

Provide a concluding statement or section.

**Instruction:**

Have student volunteers come up and explain the steps to different everyday tasks such as brushing their teeth, hitting a baseball, making a bed, etc).



As the students explain the steps start a list on the board of transition words. Add any additional transition words that were not used. Explain to the students that the words you are writing are transition words which help us tell the order that things come.

\*Reread Daisy Comes Home. Have students work in partners to sequence the events in the story on sentence strips using transition words from the list you created.



After they have sequenced the story have them go back and highlight all of the transition words they used.



**ESSENTIAL QUESTION: How do suffixes change the tense of verbs?**

**Task: Students will use verbs from the story and explain the differences between root words and words with -ed**

**Standards:**

**ELACC3SL5.** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**ELACC3L1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

**ELACC3L4**. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from

a range of strategies.

Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

**ELACC3RF3**. Know and apply grade level phonics and word analysis skills in decoding words.

a, Identify and know the meaning of the most common prefixes and derivational suffixes.

**Instruction:**

Read through each page of Daisy Comes Home. As you read each page, stop and have students share some verbs that they heard on the page. Make

a list of the verbs on the board.



After you make your list, go through and identify the verbs that have prefixes and the words that have suffixes. Have the students use a T-Chart to separate the two. For each of the words underline to identify the base/root words. Discuss how the different prefixes and suffixes change the meaning of the word. Use a few of the words as examples. Perched-the ed makes it a verb in the past tense-Perch is the present tense-



\*Go through each of the verbs and have the students identify them as verbs of the past, present, and future tense.

\*Have students choose 1 page from the book to practice reading for fluency practice. After practicing a few times, have partners tape each other reading aloud.



Have students listen to their reading with their partner and discuss strengths and weaknesses of each other’s reading.

**ESSENTIAL QUESTION: How are books by the same author similar and different?**

**Task: Students will read two books by the same author and find similarities and differences between the books. Standards:**

**SL.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**SL.3.3**. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**RI.3.5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic ef ficiently.

**RI.3.8**. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**W.3.7.** Conduct short research projects that build knowledge about a topic.

**Instruction:**

Research the author of Daisy Comes Home, Jan Brett, using the internet and her website [http://www.janbrett.com/index.html.](http://www.janbrett.com/index.html) Take notes on note cards about the types of books she typically writes, the theme of her books, the type of illustrations she uses, or anything else unique about her.



\*Choose two of her books to read with a partner. Use a Venn Diagram to compare and contrast the two books.

\*Divide students up into teams of 5 or 6 to put on an interview panel. In each group here should be a panel of interviewers and “Jan Brett” the author being interviewed. The students will practice asking and answering appropriate questions using evidence from the texts and their research to inform the audience about Jan Brett. Have the students perform their interviews for the rest of the class.

**ESSENTIAL QUESTION: What makes characters in a text similar and different? Task: Students will compare and contrast Mr. Popper and Soloman Singer. Standards:**

**ELACC3W3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a..Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

**ELACC3RL3**. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**ELACC3L1**. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**Instruction:**

Have students read An Angel for Soloman Singer in small reading groups.

Create a character chart for Soloman. Draw his picture and put adjectives around him to describe his character.



In An Angel for Soloman Singer, Soloman was not happy because he did not like the place that he lived. Reread pages 3 and 4 aloud to the class and discuss the reasons why he did not like where he lived. Have students discuss how they would feel if they lived in a place like that.



Compare as a class how Mr. Popper and Soloman were similar and different.

Draw a picture of Soloman’s dream to find his new home in a cloud graphic organizer.

Write a narrative about a character who had a dream. Be sure to include a setting, events in logical order, and dialogue.

**ESSENTIAL QUESTION: How do you find the main idea and details when reading poetry? Task: Students will determine the main idea and details after reading a poem.**

**Standards:**

**ELACC3RI1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ELACC3RI2**. Determine the main idea of a text; recount the key details and explain how they support the main idea.

**ELACC3RI4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to 3rd grade topic or subject area.

**ELACC3RI10.** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of

the grades 2–3 text complexity band independently and proficiently.

**Instruction:**



Read aloud the poem Anim als ’ H om es by Reeves James. When you read it do not reveal the poem title. Have students try to figure out the genre’-and explain how they know it is a poem.

Refer back to the poem and have students identify the meaning of the word “sty” re-read the first stanza and have students use the clues to help determine the meaning.

Refer back to the four stanzas to ask comprehension questions to check for understanding of the poem. What two types of animal houses are they comparing? What type of square houses did they mention in stanza 2? What type of round houses did they mention in stanzas 3 and 4? What were the rhyming words in stanza 1?



Have students get into partners and discuss what they think the main idea of the poem is. Have them find evidence in the poem to support their answer.

\*Write the main idea, “Animal Homes”, on the board and have them talk with their partner to find one detail that supports that main idea of animal homes. Have them come up and add their detail to the board on a post it note.

\*Ask each student to write on a note card what they think a good title for this poem would be. Have them have a competition to see who can get the closest to the real title.



**ESSENTIAL QUESTION: How do print and digital sources help us find information? Task: Students will research Georgia Habitats using a variety of sources.**

**Standards:**

**ELACC3W7.** Conduct short research projects that build knowledge about a topic.

**ELACC3W8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**ELACC3RI5**. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**ELACC3SL4**. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

**Instruction:**

Set up 5 different centers. One for each of the Georgia Habitats. At each center there will be access to a computer, encyclopedias, and a book from the

series Georgia, My State Habitats pertaining to the specific habitat.

\*Each student will get a Georgia Habitat booklet to record the information that they learn about at each center. The booklet will contain a page for each of the 5 Georgia Habitats.



The students will spend a day at each center researching each of the Georgia Habitats. They will be responsible for finding out what to types of plants and animals are found in each habitat, what the land and soil are like, and what type of habitat it provides**.**



At each center, the students will read together as a group the book, Georgia, My State Habitats. They will then research their habitat using the websites below.



**Piedmont**

<http://www.lilburnes.org/Students/Habitats/piedmont.htm><https://sites.google.com/a/whiteoakes.org/menright/georgia-regions/piedmont-region><http://www.freewebs.com/thompsonwhes/piedmont.htm><http://library.thinkquest.org/CR0213900/>

**Mountains**

<http://www.lilburnes.org/Students/Habitats/mountains.htm><https://sites.google.com/a/whiteoakes.org/menright/georgia-regions/mountain-region><http://www.freewebs.com/thompsonwhes/mountain.htm><http://library.thinkquest.org/CR0213900/>

**Swamp**

<http://www.lilburnes.org/Students/Habitats/okefenokee.htm><https://sites.google.com/a/whiteoakes.org/menright/georgia-regions/swamp-and-marsh-regions><http://www.wacona.com/okefenokee/okefenokee.html><http://www.freewebs.com/thompsonwhes/swampmarsh.htm>

**Coastal Plain**

<http://www.lilburnes.org/Students/Habitats/coast.htm><https://sites.google.com/a/whiteoakes.org/menright/georgia-regions/coastal-plains><http://www.freewebs.com/thompsonwhes/coast.htm><http://library.thinkquest.org/CR0213900/>

**Atlantic Ocean**

<http://www.lilburnes.org/Students/Habitats/ocean.htm><https://sites.google.com/a/whiteoakes.org/menright/georgia-regions/ocean><https://sites.google.com/site/georgiahabitats/atlanticocean><http://www.freewebs.com/thompsonwhes/atlanticocean.htm>

**ESSENTIAL QUESTION: How does research help you write an informational paper?**

**Task: Students write an informational paper on one of the Georgia Habitats that they researched. Standards:**

**ELACC3W4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-

specific expectations for writing types are defined in standards 1–3 above.)

**ELACC3W5**. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**ELACC3W6.** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and

collaborate with others.

**ELACC3RI9**. Compare and contrast the most important points and key details presented in two texts on the same topic.

**Instruction:**



\*After they have completely researched each of the five Georgia Habitats, students will choose two habitats to compare and contrast using a Venn Diagram

Encourage students to use important key details in creating their Venn Diagram

Model for the students on chart paper how to write an informational paragraph.

**\*Primary Writing Focus-**After reading the Georgia, My State Habitat series, choose one of the five habitats in Georgia (Atlantic Ocean, Coastal Plain, Marsh and Swamp, Piedmont, and Mountains). Write an informational paper describing the animals that live in that habitat and why they chose that particular habitat for their home. Be sure to explain all of the things that the animal needs to survive and how the habitat meets their needs.

Students will peer edit and type their papers using computer.



**ESSENTIAL QUESTION: How to write a narrative paper that teachers a lesson?**

**Task: Students will write a narrative paper that teaches a lesson using information that they learned. Standards:**

**ELACC3W4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-

specific expectations for writing types are defined in standards 1–3 above.)

**ELACC3W5**. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**ELACC3W6.** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Instruction:**



Review the necessary components of a narrative paper. (Characters, setting, sequenced events, and dialogue)

Ask student to recall some stories that they have read in the past that teaches a lesson or moral. Have them describe how the author must have had to know what they wanted to teach their audience before beginning to write.

Explain to the students that they are going to be writing a narrative paper that has to teach a lesson or moral to the audience. Model a narrative piece including all of the components stated in the final assessment prompt below.



Give student a kid friendly graphic organizer to begin their writing. Upon completion of their rough draft, have students us a rubric to peer edit.



Emphasize the importance of being sure that all stated components are included.

Allow students to use the computer to publish their final draft.



**\*Complete the final assessment prompt:**

After researching all of the habitats and recording the required information in their booklets, the students will be asked to write a narrative paper that includes characters, setting, events, and teaches a lesson or has a moral. The paper can include real or imaginative events with descriptive details and a clear sequence of events. Develop the characters thoughts and feelings by using dialogue and descriptive language. Choose one of the Georgia Habitats to use as your setting and relate your narrative to the theme “A Place to Call Home.”